

Waccamaw Elementary

1364 Waverly Road
Pawleys Island, South Carolina 29585

Grades	PK-5 Elementary School	
Enrollment	867 Students	
Principal	Jon R. Tester	843-237-4233
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	39	5	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	No

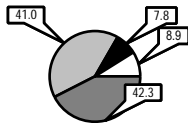
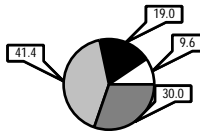
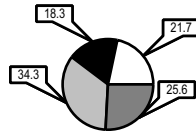
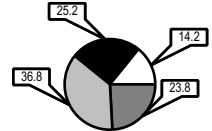
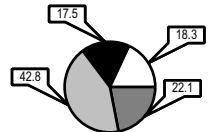
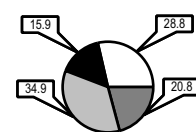
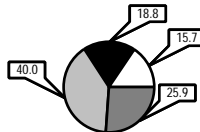
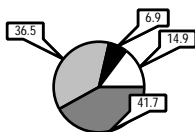
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	481	99.4	10.0	40.5	41.9	7.7	60.4	Yes	Yes
Gender									
Male	243	99.2	15.2	45.2	35.0	4.6	51.6		
Female	238	99.6	4.9	36.0	48.4	10.7	68.9		
Racial/Ethnic Group									
White	356	99.2	5.8	36.4	48.2	9.7	69.4	Yes	Yes
African American	112	100.0	23.1	53.7	23.1	0.0	32.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	413	99.5	5.9	38.7	46.4	9.1	68.5		
Disabled	68	98.5	32.8	50.7	16.4	0.0	14.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	481	99.4	10.0	40.5	41.9	7.7	60.4		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	470	99.4	10.0	40.5	42.0	7.5	60.5		
Socio-Economic Status									
Subsidized meals	147	100.0	21.2	56.8	20.5	1.5	32.6	No	Yes
Full-pay meals	334	99.1	5.2	33.5	51.0	10.3	72.3		

Mathematics – State Performance Objective = 36.7%									
All Students	481	99.4	9.7	41.6	29.9	18.8	65.4	Yes	Yes
Gender									
Male	243	99.2	12.0	41.5	26.7	19.8	61.8		
Female	238	99.6	7.6	41.8	32.9	17.8	68.9		
Racial/Ethnic Group									
White	356	99.2	5.2	35.5	36.1	23.3	75.8	Yes	Yes
African American	112	100.0	24.1	61.1	10.2	4.6	33.3	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	413	99.5	5.9	40.0	32.5	21.6	72.3		
Disabled	68	98.5	31.3	50.7	14.9	3.0	26.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	481	99.4	9.7	41.6	29.9	18.8	65.4		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	470	99.4	9.8	41.6	29.8	18.9	65.5		
Socio-Economic Status									
Subsidized meals	147	100.0	17.4	56.8	18.9	6.8	40.2	Yes	Yes
Full-pay meals	334	99.1	6.5	35.2	34.5	23.9	76.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	481	99.2	22.2	34.2	25.4	18.1	43.5
Gender							
Male	243	98.8	20.4	32.9	29.2	17.6	46.8
Female	238	99.6	24.0	35.6	21.8	18.7	40.4
Racial/Ethnic Group							
White	356	98.9	13.4	33.1	31.0	22.5	53.5
African American	112	100.0	50.0	38.9	7.4	3.7	11.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	413	99.5	16.8	35.5	27.7	20.0	47.7
Disabled	68	97.1	53.0	27.3	12.1	7.6	19.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	481	99.2	22.2	34.2	25.4	18.1	43.5
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	470	99.2	22.3	34.4	25.3	18.0	43.3
Socio-Economic Status							
Subsidized meals	147	100.0	43.9	37.9	12.9	5.3	18.2
Full-pay meals	334	98.8	12.9	32.7	30.7	23.6	54.4

Social Studies							
All Students	481	98.8	14.7	36.5	23.8	24.9	48.8
Gender							
Male	243	98.4	14.4	37.5	25.0	23.1	48.1
Female	238	99.2	15.1	35.6	22.7	26.7	49.3
Racial/Ethnic Group							
White	356	98.9	9.4	31.9	28.0	30.7	58.7
African American	112	98.2	31.5	50.9	12.0	5.6	17.6
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	413	99.0	8.8	37.9	25.9	27.5	53.3
Disabled	68	97.1	48.5	28.8	12.1	10.6	22.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	481	98.8	14.7	36.5	23.8	24.9	48.8
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	470	98.7	14.8	36.4	23.9	24.8	48.7
Socio-Economic Status							
Subsidized meals	147	98.6	25.8	50.8	13.6	9.8	23.5
Full-pay meals	334	98.8	10.0	30.4	28.2	31.4	59.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	127	98.4	13.0	26.8	48.8	11.4	60.2
	4	164	98.2	9.4	35.6	51.3	3.8	55.0
	5	153	98.0	15.4	45.0	35.6	4.0	39.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	144	99.3	2.3	25.6	56.4	15.8	72.2
	4	143	98.6	10.5	50.0	34.7	4.8	39.5
	5	194	100.0	11.8	46.6	37.6	3.9	41.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	127	100.0	20.0	48.8	24.0	7.2	31.2
	4	164	100.0	6.7	47.2	20.2	25.8	46.0
	5	153	99.4	11.9	33.1	21.9	33.1	55.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	144	99.3	6.8	51.9	32.3	9.0	41.4
	4	143	98.6	12.9	33.1	31.5	22.6	54.0
	5	194	100.0	9.0	39.3	27.5	24.2	51.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	144	99.3	18.8	44.4	28.6	8.3	36.8
	4	143	98.6	26.6	34.7	22.6	16.1	38.7
	5	194	99.5	19.8	26.6	26.0	27.7	53.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	144	98.6	6.0	32.3	28.6	33.1	61.7
	4	143	97.9	13.7	46.0	25.0	15.3	40.3
	5	194	99.5	19.8	33.9	19.8	26.6	46.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 867)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Down from 3.7%	1.8%	3.0%
Attendance rate	98.2%	Up from 97.9%	96.7%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 6.4%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%	Down from 6.3%	2.1%	3.2%
Eligible for gifted and talented	26.7%	Down from 33.2%	21.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Down from 6.9%	7.2%	8.2%
Older than usual for grade	1.5%	Down from 2.9%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	65.0%	Up from 60.7%	55.0%	52.6%
Continuing contract teachers	91.7%	Down from 96.4%	86.4%	83.3%
Highly qualified teachers	96.4%	Up from 81.8%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 1.9%	0.0%	0.0%
Teachers returning from previous year	96.2%	Up from 91.6%	87.2%	87.0%
Teacher attendance rate	96.0%	Down from 96.5%	95.5%	95.0%
Average teacher salary	\$46,138	Up 4.1%	\$42,836	\$41,703
Prof. development days/teacher	24.6 days	Down from 32.5 days	11.8 days	12.8 days
School				
Principal's years at school	7.5	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	93.5%	Down from 93.8%	90.9%	89.8%
Dollars spent per pupil*	\$6,241	Down 16.5%	\$5,794	\$6,242
Percent of expenditures for teacher salaries*	66.5%	Up from 57.1%	68.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the principal of Waccamaw Elementary School, I am extremely proud of the progress that our school has made over the past year. Our teachers and staff have worked diligently to reach our goals. A strong collaborative effort with the two other area schools was initiated and opportunities were provided for vertical planning and professional development.

We have ensured that all our students have been exposed to all of the South Carolina Learner Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer "extended day," at which time our teachers have tutored students in language arts and math. Focus groups and other additional resources designed for small group and individual instruction were utilized to address the needs of the students who scored below basic on the PACT test. Various forms of student recognition motivated students to achieve. Last year's PACT results along with Measures of Academic Progress (MAP) were utilized to determine student achievement and student growth across time.

Our stakeholders continued to play a vital role by way of business partnerships, a strong volunteer program, and a PTA and School Improvement Council which were focused on the needs of the students, teachers, and the school. The importance of parental involvement, and the desire of our parents to participate in the educational process was further evidenced by the high attendance rate at all school functions, as well as visits to the Parenting Center.

I am extremely proud of the efforts and successes of the entire Waccamaw family.

Jon R. Tester, Principal

Tracy Rowell, Chairman of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	61	174	84
Percent satisfied with learning environment	96.6%	83.4%	84.5%
Percent satisfied with social and physical environment	96.6%	87.7%	86.7%
Percent satisfied with school-home relations	100.0%	88.8%	73.2%

*Only students at the highest elementary school grade level at this school and their parents were included.